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ABSTRACT

The College Marie-Victorin and La Presse, a French Canadian daily newspaper, have formed a partnership to offer distance education. Five stages have occurred in the transition from programmed instruction to extension courses. Programmed instruction offered by the college has been followed by four stages of courses offered by the college in cooperation with La Presse: conventional courses at the college level published in the newspaper, college-level courses offered in "script-visual" form, a college-level course on cross-country skiing, and college-level extension courses, lecture evenings, and new objectives. The college is responsible for developing educational content, contracts with teachers, and reprints of course content. Both partners are responsible for advertising. Participants at the jointly organized lecture evenings are asked for comments and suggestions for evaluation purposes. An assessment of personal satisfaction has been made of one course, "Play and the Child." Replies to questionnaires indicate that respondents were satisfied with course content, that the content of the lectures interested those who attended, and that overall the participants were satisfied with the distance teaching method. (Appendixes include a list of courses, data tables, and a user's guide to the course evaluation.) (YLB)

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USE OF A NEWSPAPER AS A DISTANCE TEACHING MEDIUM: A CASE STUDY

prepared by:

The Educational Research and Development Department of the Collège Marie-Victorin, Montréal, Quebec, Canada.

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INTRODUCTION

In dealing with distance education for adults that is to go beyond the bounds of conventional education, there is a tendency to turn unthinkingly to the electronic information media, as being the most impressive and attractive. Only too often, however, it is forgotten that the newspaper, which is as old as the world of information itself, is the ideal medium: not only is it inexpensive, but its use does not depend on sophisticated technology that is often beyond the pocket of the course designers and even more so of the student-users.

Distance teaching is designed for those who, for various reasons (age, illness, geographical remoteness, family responsibilities, or time or budgetary constraints) do not have access to the traditional instruction dispensed by schools, colleges and universities.

It is easy for adults, even when engrossed in their work or caught up in a heavy daily schedule, to read a newspaper anywhere, and at their own pace: in the morning, the evening or at night; in the underground or the bus; in the park while keeping an eye on the children; or anywhere they like once they have a minute to spare.

They may wait a day or two before reading their daily newspaper, go back to it after a holiday, or even keep it filed away so that they can refer to it even several years after it has been issued.

Of course, it is essential to keep up with the times and know something of the other information media, and if possible, use them as a visual supplement to the written word.

Is there any other means of disseminating information so handy, so inexpensive to produce and so cheap to buy as a newspaper? Is there any other medium that all and sundry can afford--even the poorest and the most isolated?

It was with all these considerations in mind that the Educational Research and Development Department of the Collège Marie-Victorin decided, at the end of 1974, to launch into the great adventure of distance education, in conjunction with the largest French daily newspaper in North America, La Presse.

The team made up its mind, however, not to become bogged down in the publication of the traditional type of article, but to improve, adapt and constantly update the formula, without ever losing sight of what should be the prime objective of any teaching establishment worthy of the name--a high standard of educational content.

For its part, La Presse, or more specifically, its sales promotion office, was quick to show interest in the project, seeing it as an opportunity to provide its readers with courses which, in addition to furnishing educational material adapted to their needs, would also make a change from the traditional contests, games or extracts from famous novels designed to encourage greater numbers of them to read their favourite newspaper more often.

The idea of educational courses in La Presse originated with Mr. Raymond Gohier, the Educational Research and Development Department (SRDP) Co-ordinator, and his associate at the time, Mr. Gilles Léger.

First of all, a series of college-level courses recognized by the Ministry of Education was offered. Five years later, these courses were replaced by extension

courses open to all; it was then that the number of La Presse readers and participants in activities held at the Collège increased considerably; in under a year, the average number of students enrolled for the lecture rose from 70 to 700.

Today, at the end of 1982, it is felt that an even larger number of people can be reached without affecting the standard of educational content. To achieve that, the staff of the Collège Marie-Victorin will not be sufficient, and the co-operation of other bodies (educational television, entertainment specialists, private industries that finance education broadcasts, etc.) will have to be sought.

This study, which could not have been accomplished without the financial aid of Unesco, for which the Collège Marie-Victorin is sincerely grateful, will make it possible to review the work accomplished over the past seven years, but also, and above all, to open up new and broader prospects for this method of distance teaching via a daily newspaper. It is also hoped that it will lead to co-operation and mutual aid on a more international basis with other educational agencies or institutions.

The College hopes to be able to help those who would like to attempt a similar experiment, and will willingly furnish any additional assistance they may require.

Part One of this study will be above all descriptive, and will deal with the inception of the project, its development, the way the Collège Marie-Victorin collaborated with La Presse and the methods used for carrying out this type of distance teaching.

It will also consider the respective roles of printed matter (La Presse) and activities (lecture evenings, supplementary practical activities, etc.) in the organization of these extension courses.

Part Two will be more analytical in nature, and will contain a computer-assisted evaluation of the La Presse readers' expectations with regard to educational content and of their degree of satisfaction with the communications and human relations aspects.

The assistance of a computer specialist was essential at this stage in the author's research, and she therefore worked in collaboration with Professor Jean Léveillé, Ph.D, a humanities research adviser from the University of Quebec in Montreal.

The pages that follow will therefore describe this exciting new form of distance education in co-operation with La Presse.

Marie-Paule Dessaint
Educational Adviser
La Presse Project--Collège Marie-Victorin.

PART ONE - COURSES OFFERED IN CONJUNCTION WITH A MAJOR DAILY NEWSPAPER

CHAPTER I: BACKGROUND

(A) THE COLLÈGE MARIE-VICTORIN AND THE PRESS: A PARTNERSHIP

1. The Collège Marie-Victorin

The Collège Marie-Victorin recently celebrated its twentieth anniversary. Initially devoted exclusively to teacher training, this Montreal-based institution changed its vocation in line with the important changes that took place in the Quebec education system in the early sixties.

In 1969, the Collège Marie-Victorin became a private, college-level institution designed to prepare young students for university studies. The course lasts two years, but the Collège also offers three-year vocational and technical programmes that train students for the labour market.

In 1980-81[1], 2,870 full-time students, or 2% of the total enrolment of General and Vocational Training Colleges (CEGEPs), and 19% of that of private colleges chose the Collège Marie-Victorin. Three hundred and sixty other students enrolled on a part-time basis, and slighly more than 1,000 enrolled for activities[2] that do not lead to a DEC (Collège Studies Diploma)).

Whether the institution is public or private, the curricula, the educational requirements and the education dispensed are strictly the same, and are determined by the Ministry of Education.

The only difference between the two types of institution is in regard to the subsidies received from the State.

Mr. Raymond Gohier is the Director of the Educational Research and Development Department of the Collège Marie-Victorin, which is distinct from other college departments. Its task is to blaze new educational trails in all possible sectors save those of the conventional education dispensed to full-time students.

Thus since 1972, the Department has established courses designed for prison-inmates (college-level courses, raising of personal cultural level, literacy training and vocational certificates), prepared training courses specially adapted to firms' needs, and devised instructional material for some colleges and universities.

The college administration also commissions from the Department studies on the advisability of launching new programmes.

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1. In 1981, Quebec had a total population of 6,438,403 inhabitants. In 1980-81, 133,612 full-time students were attending CEGEPs (General and Vocational Training Colleges) and of those, 15,234 (11.4%) opted for a private college.

2. Extension courses for all age levels: swimming classes for children 2 years and over, and Physical Education Centre courses for adults; 'active retirement' programmes for the elderly; lectures on 'Great Explorers'; La Presse lecture evenings, etc.

The Department was also responsible for the programmed instruction courses and naturally, the courses held in conjunction with La Presse.

2. La Presse

Since it was founded in 1884, La Presse has constantly moved ahead.

In terms of the daily volume of news it publishes, its network of contacts throughout the world, the news agencies to which it is affiliated, and its correspondents abroad, La Presse, with its 135 journalists, is the largest French daily in North America, with a circulation of 200,000 on weekdays and over 300,000 on Saturdays.[1]

Some faithful readers have been subscribers for over forty years. The only major Montreal daily newspaper to have increased its circulation over the past year (by over 10,000), La Presse six months ago launched out into the most advanced communications technology by introducing 'Télé-informations' ('Telenews'), a televised newspaper which is broadcast 24 hours a day over a cable distribution network serving 500,000 subscribers in Montreal and Quebec. This is a world première in scope and technology.

Sales promotion

The Sales Promotion Office plays an important role in these innovations. Its participation in the courses offered by the Collège Marie-Victorin has brought within the reach of a wide audience extension courses that have proved--and this is borne out by the response obtained--that a major newspaper can also be an important force in education.

3. The partnership

In spring 1975, the Collège Marie-Victorin decided to ask the newspaper La Presse to form a partnership. It was felt that a course in psychology (personal development from childhood to old age) prepared by Mrs. Mariette Chagnon, a teacher at the Collège, would be of interest to a large number of readers. Thus, that same autumn, the first course offered by the Collège Marie-Victorin in co-operation with La Presse appeared.

From 1975 to 1980, the agreement between the Collège Marie-Victorin and La Presse was verbal. It was in any case quite a simple agreement: the Collège was responsible for preparing the courses and organizing the meetings with the teacher, and La Presse took responsibility for publicizing the course in the paper and for publishing the lessons on the dates agreed upon by both partners. In 1980, beginning with the course on 'Children and toys', La Presse also offered a course reprint[2] and served coffee and cakes to those enrolled for the lecture evenings.

From 1980 onwards, with the new, more complex method of running extension courses, the partners conducted their operations on the basis of a written contract.

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1. La Presse is distributed throughout Quebec and in the United States. Quebec has 6,397,500 inhabitants and Montreal 2,801,200.

2. A pamphlet consisting of reprints of all the lessons published in La Presse.

It would be difficult to go into detail here on all the agreements reached between the Collège Marie-Victorin and La Presse, especially as they regularly change and evolve. However, throughout the report mention will be made of specific agreements that might be of interest to the reader.

Generally speaking, the Collège Marie-Victorin and La Presse spend almost the same amounts on the courses, but neither of the two partners makes any money from the project. However, the partnership not only wins more prestige and provides more publicity for each partner than money could buy, but is also a source of justified pride in that it helps to attain common goals in regard to educating the public.

(B) FROM PROGRAMMED INSTRUCTION TO EXTENSION COURSES 1975-1982

According to Voltaire, 'The art of being a bore is to leave nothing unsaid'. The key to success in adult education in fact often lies in leaving things unsaid.

To make an adult independent and free in his choices, to help him develop a questioning mind and encourage him to want to learn still more, to become interested, to become involved and to try out what he has learned, it is essential in the work sent him to leave a great deal of room for imagination, creativity and experimentation.

This is what we discovered in the course of the 5 stages that took us from programmed instruction to extension courses.

Although some of these stages were less productive and less interesting than others, their story will probably enable the reader interested in setting up a distance education course through a newspaper to avoid certain pitfalls and to make more rapid headway in his project.

1. Programmed instruction

In 1973, the Educational Development and Research Department[1] of the Collège Marie-Victorin, under the directorship of Mr. Raymond Gohier, had already established a method of programmed instruction that differed from conventional correspondence courses. Students received their documentation by post, but were required to meet their instructor three times at the Collège. Occasionally when the number of students living outside Montreal justified doing so, the Collège sent an instructor to the area concerned, as happened in the case of Cabano, Squatec, Baie-Comeau and Haute-Rive[2].

For young expatriates from Quebec in France, Africa and Italy, contact with the instructor was maintained through the regular exchange of cassettes. The tape recorder was thus becoming a valuable means of communication.

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1. The Promotion and Research Department became the Educational Research and Development Department (SRDP) in 1979.

2. Cabano is in the northeast of Quebec Province, 515 km from Montreal; Squatec is 565 km from Montreal near Lake Témiscouata; Baie-Comeau and Haute-Rive are in the north of the province, 676 km from Montreal.

In 1976, once this method had become well established, the Collège's Adult Education Department took it over and in 1982 is still offering the 25 courses originally developed by the Promotion and Research Department. These courses, which are identical with those offered full-time students, consisted mostly of compulsory academic subjects (French, philosophy, the humanities) and a few courses in administration.

This method has allowed many students living in outlying or remote areas, or who are unable to travel, to complete their college diploma (DEC)[1].

2. Courses offered by the Collège Marie-Victorin in co-operation with La Presse.

(a) First stage: conventional courses at college level.

Once the project on programmed instruction had been handed over to the Adult Education Department, the Educational Development and Research Department decided to try to devise less conventional distance teaching methods, although the members of the team did not yet feel ready to use television, video or radio.

Moreover, the Department was self-financing, as it received no subsidy from the Collège, let alone the government, a fact that made this type of audio-visual production virtually impossible to envisage, considering the production costs, the technical means necessary and the considerable time investment required when the electronic mass media are used.

It must be added that at this time, the permanent staff of the Department consisted all in all of a co-ordinator, an educational adviser and two secretaries, and that college-level courses were already being offered to prisoner students in some penitentiaries.

Moreover, it was considered that if the use of television as a teaching aid amounted simply to filming a teacher reading his class notes without communicating with his students, the result obtained would be utterly useless, without visual impact, and even detrimental to good learning. In such circumstances, it would be just as well to return to more traditional teaching methods, and quite simply to class notes.

There was, however, a means of reaching as many people as with the electronic media, and at low cost: the newspaper.

Consequently, in autumn of 1975, the first in a series of college-level courses appeared in La Presse, entitled 'Psychology 901--Personal Development'.

It was quite a challenge and responsibility to provide the complete contents of the 45 hours of coursework that a teacher would have given to his class, in the form of 14 one-page lessons, published every Monday. Quite a challenge as well,

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1. The college diploma comprises 28 courses (14 per year) which are broken down as follows: 12 compulsory courses (4 in French, 4 in physical education and 4 in philosophy); 12 courses in a chosen major field (science, fine arts or administration), and 4 compulsory supplementary courses chosen by the student outside his major field of interest.

to abide by all the objectives set out in the 'Cahiers de l'enseignement collégial'[1] and even to include exercises, the answers to which were published the following Thursday.

The project was not free of problems and difficulties for the Collège and La Presse alike. These courses were followed very closely by education specialists, including those working for the Ministry of Education. Every mistake in printing, layout or content was faithfully reported to the project officers, to such an extent that the Collège Marie-Victorin soon provided itself with the equipment necessary for photo-typesetting and montage of the lessons, which now arrive in the La Presse offices ready to print. Thus, the teacher-author, the persons in charge of the courses at the Collège, and the people who read and re-read proofs in order to avoid any possible mistakes, are able to work more rapidly and efficiently as a team, without having to go constantly to the newspaper offices.

Another problem which the college had not anticipated was the difficulty of finding teacher-authors capable of keeping to deadlines and surviving the ordeal of lengthy and arduous editing as well as the stress involved in laying themselves open to criticism while they were trying in 14 or 18 lessons to pass on all that they know in a subject in finished form to thousands of persons.

The Department therefore learned to seek the co-operation of specialists who were not necessarily teachers by profession. Those were chosen who above all had a good feeling for popularizing knowledge, and those who had already shown editing talents and an ability to keep to deadlines.

At that time, the educational adviser of the Promotion and Research Department supervised and provided support for the teacher-author throughout the course preparation period. They would meet frequently and carefully revise the objectives and content of each lesson, in order to ensure that it met the standards set by the Ministry of Education.

For a first experiment this was highly successful, since the opinion poll service of La Presse estimated that between 8,000 and 10,000 readers took the course. Of this number, 156 enrolled for the 3 meetings with the teacher at the Collège, and earned credits towards their college diploma.

This was therefore an important advance, as programmed instruction had only drawn 8 to 10 people, or as few as 6 per meeting, while the reader could follow the courses through the paper free of charge without having to enrol in the meetings held at the Collège, thus becoming an 'auditor'. Moreover, for those who registered for all 3 meetings with the teacher, the cost was much lower, as the college was not obliged to pay postage and printing costs.

The psychology course was succeeded by a course in written French in the winter of 1976, in which the same method was used. With a view to assessing the number of

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1. The two 'Cahiers de l'enseignement collégial' are published and distributed by the Ministry of Education. The first provides a list and the course number of all the official programmes offered by colleges. The second gives the description, content, goals and the media used in all the courses listed in the first catalogue. These catalogues are generally updated once a year.

readers really interested in this type of course, it was decided that the newspaper would print a coupon at the end of the 10th lesson entitling the bearer to purchase a seventy-five page exercise book for one dollar. The Collège, which had not anticipated such an overwhelming response, was flooded with requests, and had to send out 6,500 copies of the exercise book through the post.

The meetings with the teacher attracted some 85 people. This decrease was unquestionably partly due to the emphasis placed on linguistics by the teacher, but above all it was the result of another problem that was also in the subsequent courses: lack of space in the newspaper. There was so much to be inserted if the requirements of the official programme were to be met that extremely small print had to be used for the text, which was set by photo-typesetting. This made reading the text difficult and tiring for anyone who, once a week after a hard day's work, and busy with children or daily activities, had to read his or her course notes in a cramped format, small type and exiguous space.

The economics course that followed was considered a failure, although its content, which was of extremely high quality, was used and reproduced by many teachers. Only 28 people registered for the meetings with the teacher and the number of readers was between 5,000 and 6,000.

It was therefore time to improve and redesign the method with a view to making it more pleasant, more attractive and easier to follow.

(b) Second stage: college-level courses offered in 'script-visual' form.

Following further discussion, the sales promotion office of La Presse accepted the idea not only of offering a more visually exciting course, but also of devoting two full pages of the newspaper to the purpose every week. The number of pages was being increased from 14 to 28, so that there would be no shortage of space.

Beginning with this course, the photo-typesetting was to be done at the Collège, but Mr. Robert Alarie, a graphics expert in the La Presse sales promotion service was to continue to be responsible for the graphics and layout of the lessons.

The SRDP decided to call on Mr. Alain Hénot, a marketing and communications specialist, who put together a course that was striking in content and in its visual impact. 'Communications' had between 12,000 and 15,000 readers, 95 of whom attended the three meetings at the Collège, thus earning college-level credits[1].

An introductory computer science course and a marketing course along the same lines followed.

Unfortunately, between the 'marketing' and 'cross-country skiing' courses there was a strike at La Presse. Furthermore, in 1979, newspaper space had become so expensive that the people in charge of the newspaper asked the Collège to renounce their two-page weekly allocation and be satisfied again with less space. It obviously went against the grain for the Collège to have to bow as it did to these necessities, especially as La Presse threw down another challenge, by asking the Collège to attain a readership of 25,000.

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1. At that time, a 45-hour course comprising the lessons in the newspaper and the meetings with the teacher, earned 3 credits towards the College Diploma (DEC) as a compulsory supplementary course.

(c) Third stage: a college-level course on cross-country skiing and new negotiations

For the first time there was a departure from the traditional academic subjects, so as to offer a course that could be followed by the whole family, although college credits could be earned by taking it.

In the newspaper the 'scripto-visual' method was still in use, but on one page only. It was from then on that all courses were set by photo-typesetting and made up at the Collège.

Unfortunately, there was almost no snow that year, which is unusual for Quebec. Christmas 1979 was a green Christmas[1] and in January, when the three practical courses with the teacher were held, the only thing missing was the snow, to the great surprise of all concerned. Nevertheless, 75 optimistic souls decided to leave their skis at home and go into training nevertheless. No-one was worried--there was bound to be snow the following year!

During this period, the Educational Research and Development Department (SRDP) and La Presse were in the midst of intense negotiations and discussions.

With a view to appealing to a still larger readership, it was decided that college-level courses should be dropped and replaced by extension courses subject to no academic conditions and that the new courses would not be selected in relation to the standards established by the Ministry of Education, but in response to the real needs of the readers as revealed through sample surveys.

(d) Fourth stage: college-level extension courses, lecture evenings and new objectives.

During the summer of 1980, a new educational adviser, Mrs. Marie-Paule Dessaint, joined the Service, and was put in charge of this new project, to face this new challenge. She grasped the project's objectives very quickly and very well and devoted all her energies to improving the content of the texts published in La Presse, and to organizing lecture evenings.

Thereafter, the presentation of the course in the newspaper changed: it was offered twice a week, on Mondays and Fridays, instead of once a week, with a view to thus creating sustained interest in the subject concerned on the part of the reader-student. The content, which was laid out in a less cramped manner, was illustrated with graphics, tables and photographs. The 'scripto-visual' method was no longer used, owing to lack of space, as only half a page was now available.

Meetings with the teacher were replaced by lecture evenings featuring a lighter, more flexible and more exciting content. There was no more putting down one's name to listen to abstract lectures, to write course papers and to take examinations. Henceforth students were to be able to attend lectures, visit information stands, see films and above all to take part in informal discussions over coffee and cakes with lecturers and specialists in the field, often otherwise inaccessible. The lecturers and specialists are generally chosen from among television, radio and press personalities, whom the public know and admire.

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1. For the first time for at least 25 years.

Obviously there is no longer any question of obtaining college-level credits, although anyone who has attended the three lecture evenings (attendance is recorded) receive a certificate awarded by the Collège Marie-Victorin (extension courses).

This certificate is becoming an importance incentive, since in many cases, although it is not recognized at the secondary, college or university levels, it is evidence of studies completed. For others, it represents a supplement to a degree already obtained, which some employers welcome as a sign of eagerness to improve qualifications.

It is worth noting that although there are no longer any examinations or written tasks to prepare, at least half the people present at the lecture evenings have always taken and still take notes. From force of habit? From a need for security? Or from an intense interest in the subject?

One thing is certain and that is that all these indications show clearly that, although the method has been changed to make the course easier to follow and more striking, the educational content has not been neglected as a result.

It was hoped with this course to reach a larger readership, a larger number of participants at the lecture evenings. The hope was fulfilled; between 25,000 and 30,000 people read 'Children and toys', and 604 of them enrolled for the lecture evenings.

It was a complete success in respect both of the course content in the newspaper and of the standard of the lecture evenings at the Collège. In the SRDP this course will never be forgotten, both because it was the first in the series of extension courses offered, and also because the subject had appealed to a large number of readers, whether parents, educators or students. Several people asked for a follow-up in the newspaper[1]. For the holding of practical workshops for parents and children at the Collège[2]. and. if possible, for an opportunity for those eligible

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1. In spring 1982, the Collège Marie-Victorin and La Presse offered a course on 'Play and the child' written by Mr. Paul Forest. The programme for one lecture evening in connection with this course is given in Annex I.

2. In April, 1982, the SRDP held a weekend workshop for parents and their children aged 4-10, which, it was decided, should be held every year thereafter. Registering in twos (one parent and one child) they worked together to make puppets, kites and paper cut-outs of people, animals and scenes from nature. They invented people, a city, and a village with salvaged material (scraps of fabric, cardboard boxes, milk cartons, etc.), played in the pool even when they did not know how to swim and took part in team games and sports. And above all--and this was a new departure--the traditional games of Quebec--which had been somewhat neglected, and yet are so essential for devloping imagination, creativity, independence and a desire to work with others, were reintroduced. The aim of all these games and activities was to encourage parents and children to take a critical attitude to modern games and toys, largely invented by the advertising and marketing industry, and marked by competitiveness and individualism.

on the basis of their past academic experience to be able to earn college-level credits by taking additional courses and passing an examination.

This last suggestion was adopted. After official recognition had been obtained for the 'Play and the child' course (No.956-125-82), from the Quebec Ministry of Education, it was offered in May 1982 to those who had attended the lecture evenings connected with it. Sixty-five of them decided to attend on four additional evenings, which featured both lectures and practical exercises, to prepare a research paper and to sit an examination.

Offering this college-level course, represented a return to the original formula through a less conventional channel, but without eliminating anyone.

'Play and the child' is the last course published in La Presse to date. It is therefore the comments of the 419 persons who registered for it that will be analysed in the second part of the report, although it is felt that the results obtained would have been more favourable for the Collège and La Presse if the study had been conducted, say, on the 'Learn about wine' course, which had attracted over 1,000 persons.

Here, a long discussion would be in order on the courses selected and their real value in the overall development (social, critical, etc.) of the individual.

The Director of the Sales Promotion Office of La Presse, Mr. Norman Martin, is highly satisfied when an impressive number of people read the newspaper or take part in the lecture evenings. In his opinion, if a course attracts so many readers, it is because it has been wisely chosen and meets a real need of those who read it. He therefore considers that the 'Learn about wine' course was a real success (1,005 participants in the lecture evenings and about 30,000 readers). Conversely, by addressing a special group of initiates with a course such as 'Introduction to Parapsychology' the Collège had neglected and disappointed a large proportion of La Presse readers. Mr. Martin also felt that it had been a mistake to publish the 'Play and the child' course, which interested only a small group of readers and was thus bound to be frustrating for others.

In his opinion, in this period of economic slowdown and insecurity, when people tend to stay a lot at home, it is better to publish a course on 'Interior Decorating' than an economics course, however simple and attractive. Such a course would only serve to recall what people are reading about, seeing and hearing about throughout the day--their problems.

The project's educational adviser, Mrs. Marie-Paule Dessaint, feels that extension courses should not be confused with popular entertainment. She maintains that the readers of La Presse must be given the benefit of some educational content or even that attempts should be made to change their outlook, as was the case with the 'Play and the child' course[1]--even if some readers are lost. She would prefer courses to be confined to more conventional academic subjects. Mr. Raymond Gohier, the SRDP co-ordinator, who favours a more avant-garde educational approach, claims that the content of evening courses designed for adults should not be limited to conventional subjects, if it is really wished to offer popular extension courses.

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1. The aim of the 'Play and the child' course was to make readers more critical of competitive games and sports, and develop in them a spirit of co-operation, mutual aid, and a search for pleasure in preference to success, honours and winning.

He also feels that in a course such as 'Learn about wine' there is an educational content: knowing how to select a wine and taste it, as well as learning to recognize the various wine-growing areas throughout the world or coming to understand the characteristics of a wine in relation to the climate or type of soil in which the grapes were grown, are very valuable forms of valid learning.

It is this type of discussion that gives rise to new, useful ideas, and provides an opportunity of selecting topics for future courses.

However, the aim of this report being above all to describe an experiment in distance education, it will be left to those interested in the idea of publishing courses in a newspaper to decide what courses would be most suitable for their readers, taking into account the economic, social, political and cultural conditions prevailing in their country, province or region. The same course content will obviously not be offered in a highly industrialized country as in a remote developing region.

(C) FUTURE PROSPECTS

An analysis of what has been said above will show that La Presse and the Collège Marie Victorin never rested content with the varying degrees of success of their joint activities. In the case of failure or partial failure, both partners immediately reappraised their positions and tried to find solutions or in the case of undoubted success, explored possibilities of doing better-still and tried to divine the reasons for their success.

An activity or undertaking that does not move forward, that does not subject itself to constant criticism, is on the slippery slope to failure. Routine and habit kill enthusiasm and creativity both in organizers and in those for whom the activity is designed.

Enrolment dropped between the 'Learn about wine' and the 'Play and the child' courses, owing not only to the specialized nature of the course, but to a mistake in advertising. What was going to happen in the course and at the lecture evenings and the audience for whom they were primarily intended, had not been clearly stated. Some people thus dropped out, while others regretted not having enrolled once they realized, too late, by reading the lessons in the newspaper, the inestimable value of co-operative games and sports as compared with competivive sports in their daily relationships with the young, the not so young and other adults.

The precision of the information contained in an advertisement--whatever it may be--is an extremely important factor that should not be overlooked.

Furthermore, the only wish of the team in charge of the project at the Collège Marie-Victorin is to return to the comparatively glorious days of the 'Communications' course when two full pages were available in the newspaper every week. Obviously the reader is half as likely again to find the course if it covers two pages in his daily paper instead of being tucked away somewhere or other on half a page. A cramped text is not as eye-catching as a well-spaced-out text with many illustrations.

With a view to still further improving the standard of future lecture evenings the SRDP has established contacts with marketing and advertising specialists. It would be desirable, in everybody's interest, to be able at some point to combine their

communicative skills and their means of communication with our knowledge and demands in respect of educational content.

One item discussed with these experts was the possibility of publishing the content of courses that have already appeared in La Presse in other newspapers in regions far from Montreal (and therefore not in competition with La Presse) such as Quebec, Sherbrooke and the Gaspé Peninsula, and of holding the lecture evenings in several places across the province while leaving the Collège Marie-Victorin the task of supervising quality and awarding certificates.

The SRDP had already participated in various projects with public colleges[1] (Victoriaville, Gaspé, Côte Nord, etc.) and was hoping to repeat the experiment.

In further contacts in May 1982, the Collège Marie-Victorin and the Collège de la Gaspésie[2] decided to enter into a partnership once again by reprinting in local Gaspé newspapers the content of certain courses published in La Presse and holding lecture evenings at the Collège de la Gaspésie or elsewhere on the Peninsula. The Educational Research and Development Department would thus become consultant and adviser to the Collège de la Gaspésie.

Other contacts have also been established with educational television stations and with industries that finance educational broadcasts. It is our hope that these contacts will bear fruit, as for some courses such as economics, it is felt that the written text would be improved by the use of a visual medium.

Over the last two years, requests have been received from Belgian, French, American and Senegalese educators asking to meet the people in charge of this project, in order to learn of their experience with La Presse.

Moreover, since Unesco expressed interest in this type of distance teaching, the SRDP has been regularly receiving requests for information from Great Britain (the Open University at Milton Keynes), West Germany (the Deutsche Stiftung für international entwicklung in Bonn) and even from Sri Lanka (Open University, Colombo).

All this clearly demonstrates the interest aroused by the use of a newspaper as a means of distance teaching, and this report, as well as Unesco's assistance, seems to have arrived at the right time to enable us to share this experience with others.

For our part, we shall endeavour day after day, course after course, to improve this method which is so close to our hearts, which has so much to offer and with which there is so much to be done.

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1. For example, in sprint 1982, the Collège Marie-Victorin and the Collège de la Gaspésie jointly offered La Presse readers a 'Touring the Pensinula' course, written by Mrs. Marie Lequin and co-ordinated by Mr. Michel Pageau, educational adviser to the Adult Education Department at the College. At about the same time Mr. Pageau had also asked the Collège Marie-Victorin to collaborate in the photo-typesetting and page make-up of the 'Fishing Vessel Management' course which was to be published in the Gaspé review Echo-pêche.

2. The Collège de la Gaspésie is in the city of Gaspé at the tip of the Gaspé Peninsula, 950 km from Montreal.

PART ONE

COURSES IN COLLABORATION WITH A MAJOR DAILY NEWSPAPER

CHAPTER TWO

PRACTICAL ORGANIZATION

PRACTICAL ORGANIZATION

A. THE WRITTEN MEDIUM

1. The teacher/author, course drafting and deadlines

Choosing a teacher/author is a little like playing 'heads or tails'. Although in most cases the work accomplished was excellent, on occasion certain difficulties were encountered. It proved necessary, for example, to reluctantly cancel a contract with a teacher/author who was unable to bring his course down to popular level, to completely rewrite a course owing to the poor quality of the French, or to revise and update one or two chapters whose contents were obsolete. It must be borne in mind that although the course has to be written several months in advance, its content at the time it is published must be thoroughly up to date.

The Collège Marie-Victorin is entirely responsible for educational content, and so drafts and signs the contracts with the teacher/authors. It is thus protected against any plagiarism and reserves the right to cancel a contract at any time if the standard of educational content does not correspond to the requirements and expectations of the Collège and La Presse.

The teacher/authors' fees are adequate but not princely. However, since the course is read by thousands of people, it not infrequently happens that private or governmental bodies offer the teacher/author remunerative contracts afterwards. Moreover, if the course is successful, reprint sales, on which he will draw royalties, may become very lucrative.

Once the contract is signed, deadlines and output rate are determined jointly. A course is generally written over a period of six months, but it is really desirable to allow a whole year. All the lessons are usually supposed to be handed in one month before the course begins in the newspaper, but it is very uncommon for this to be actually done. Over the years, the Department has learned not to worry.

2. Photo-typesetting, layout and make-up

Once the lesson is finished and typed, it is given to a layout specialist who marks it up[1] before turning it over to the person in charge of photo-typesetting. Once typesetting has been done, the plates are corrected and then cold-mounted. Illustrations and drawings are completely redone and the negatives of the photographs screened and then reduced or enlarged as required.

When the lesson is thus finished, any necessary modifications are discussed with the teacher/author. The text is reread in order to detect any mistakes in photo-typesetting or layout.

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1. In the specific case of a newspaper lesson of 34 cm x 55 cm, the following marks are used: titles are calculated in 16-point, subtitles in 12-point and the text in 9 point; four 19-pica wide columns are used (1 pica = 12 point; 2.5 cm = 6 pica); certain phrases or words are stressed in bold type or italics in the same family of types (Helvetica).

3. Reprints

A reprint is a small, pocket-sized booklet sold at a moderate price, which reproduces word for word the content of the course published in the newspaper.

The photocomposed text in the page make-up in the newspaper is reused, but the make-up itself has to be completely redone.

The Collège does not have a publisher's license and unfortunately cannot distribute the reprints through bookstores. It must therefore make do with its own advertising which is sent through the post or handed to visitors.

At the time when college-level courses were being given, a Montreal publishing house printed and distributed the booklets at its own expense (and for its own profit) in the 'SARP' collection.[1]

B. ADVERTISING

1. Advertising by the Collège Marie-Victorin

To date, the Collège has designed and distributed the 3,000 to 5,000 leaflets it prints for each course. But as more and more courses were given and the mailing list became longer and longer, the system grew very costly and practically impossible to keep in reasonable bounds.

During 1981-1982, the number of activities organized by the SRDP increased. In addition to the courses printed in La Presse several other complementary activities were offered. Moreover, since inland postage rates in Canada had doubled, sending out several leaflets to thousands of people became an inefficient, costly and tedious enterprise. New options for future advertising are now being considered, especially since surveys carried out among people who had registered for lecture evenings showed that most of them had enrolled mainly after seeing an advertisement in La Presse or in a magazine (Châtelaine, L'Actualité, Education Québec, etc.). For the time being, the Collège continues to be inundated with all these leaflets, which are also sent out by post.

Until 1981, the Collège's Information Department was in charge of typesetting and printing press kits and despatching them to all the news media that regularly publicize the Collège's activities. At the moment, SRDP drafts and sends out its own press releases.

A few days before the first lecture evening for a course, the Information Department sends the media a very short press release reminding them of the event.

In addition, the Collège Marie-Victorin brings together information on all the activities offered by its various departments in Informavic, a magazine with a circulation of 10,000 in which SRDP activities are discussed.

2. Advertising in La Presse

Publicity for the courses and lecture evenings is part of the agreements signed between the Collège Marie-Victorin and the newspaper. La Presse undertakes to

1. 'SARP' or Service d'animation et de recherche pédagogiques (Educational promotion and research department), Collège Marie-Victorin.

begin advertising three weeks before the beginning of a course and to publish the advertisement five times, including one Saturday[1] until the end of the first week of the course. The newspaper is responsible for production of the advertisement (photo-typesetting, layout, etc.), but the Collège, as the organizer of the lecture evenings, is empowered to check its content before publication.

C. LECTURE EVENINGS

1. General considerations

For La Presse, it is very important to cater for the people who register for the lecture evenings: they all read the newspaper and must be thanked for doing so. That is why the paper's sales promotion service provides everyone present with coffee and cakes and at the end of the course distributes reprints of the lessons in which the names of La Presse and the Collège Marie-Victorin are mentioned together. This is a good way of not being forgotten. This year, the College Marie-Victorin has begun to share the costs of serving coffee and cakes and has assumed full responsibility for the cost of the reprints.

La Presse also requires that its name appear on every document distributed to the participants as well as on the posters displayed in the lecture hall and in the cafeteria where the coffee and cakes are served.

The Collège Marie-Victorin endeavours to organize lecture evenings of a high standard by inviting the best lecturers.

Booksellers, firms and manufacturers are also invited to participate.

However, the content of the information provided and the assortment of articles exhibited are carefully selected by the Collège. Canvassing the people in attendance or carrying out blatant advertising are out of the question. The aim is to inform and educate people, and companies that do not abide by these basic rules are not admitted.

2. Organization of the lecture evenings

At first, each person was given a detailed programme of activities at the beginning of the evening, but it was found that many people did not read it immediately. For that reason, the elaborate full programmes distributed at each meeting[2] were replaced by a single, simple programme that could be taken home. During the lecture evenings, large posters are nevertheless prominently displayed to remind everyone of the plan for the evening.

By reading a few sample programmes, the reader will understand what happens during the lecture evenings and what sort of activities are offered.

3. Registration, attendance and certificates

Registration begins several weeks before the beginning of the course and the deadline for registration--ten days before the first lecture evening--is mentioned in the advertisements.

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1. On Saturdays, the newspaper's circulation is 300,000 and on weekdays 200,000.

2. One of the three programmes for the course on 'Children and toys' is shown in Annex 1 to Chapter 2.

It must be remembered that registering seven hundred applications and sending letters of confirmation cannot be carried out in a few hours.

The enrolment file contains all the data needed to calculate the 'in-house' statistics: sex, age group, occupation and distance from the Collège.

The secretaries also include in the file the registration form to be signed at the first lecture evening as well as the tickets for the three evenings. In time however, we learned better than to send the tickets in advance, as too many people lost them. It is easy to imagine all the problems that arise when the registration file of a person who has lost his or her tickets must be checked in record time before new ones can be issued.

At the first meeting, the files are classified in alphabetical order and divided into five groups. A team of ten secretaries is necessary to distribute the documents to all seven hundred people (tickets, comment and suggestion cards, various documents, ...) and have them sign their registration form in one hour.

Each participant's file also shows his or her ticket number. It is thus the numbers on the tickets handed over at the entrance to the lecture hall that are used to check attendance at the second and third lecture evenings. Participants must have attended at least two of the three evenings in order to receive their certificate and attendance must therefore be checked.

4. Comments and suggestions; statistics

Comment and suggestion cards are given to all the participants together with their entrance tickets[1]. Postage for the cards is pre-paid and they are easy to fill in, so that the number sent back is enough for assessing the quality of the course. It is these comments by the people with their names down for the lecture evenings that enable the Collège to assess not only the quality of the course published in La Presse and of the lecturers, but also the overall organization.

As already seen, the statistics for each course[2] supplement our information on La Presse readers and on the people interested in the lecture evenings. After several courses have been held, it is very interesting to compare the results obtained. These are as useful to the La Presse sales promotion service as to the Collège's SRDP in determining whether a course was well selected and whether it has achieved its goals. They are also taken into account in choosing courses.

Comments, suggestions and statistics also help determine the percentage of people who read all the lessons in La Presse before attending the lecture evenings as well as the percentage of those who have dropped out[3].

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1. A specimen of a comment and suggestion card is shown in Annex 2 to Chapter II.

2. These statistics, along with those on the people who read the lessons before attending the lecture evenings for all the extension courses offered since 1980 will be found in Annex 3 to Chapter II.

3. In bringing Part I to an end, I should like to thank Mrs. Madeleine Pesant and Mrs. Francine Arsenault, SRDP secretaries, for their patient and excellent research, compilation and typing.

PART TWO

ASSESSMENT OF A DISTANCE TEACHING METHOD

Part II is devoted to assessment of personal satisfaction with the distance teaching method using the press as a medium, as regards the educational content transmitted by the paper in addition to that of the evening meetings organized at the Collège Marie-Victorin.

'Play and the child' being the last course offered before this report was written, a study was carried out on the people who registered for it.

A. DRAFTING AND ADMINISTERING A QUESTIONNAIRE

1. Drafting

The purpose of the questionnaire was to analyse three factors: (a) the degree of satisfaction of adult students with the content of the course published in La Presse; (b) the role played by the lecture evenings in acquiring knowledge; and (c) the social impact of the lecture evenings.

Mr. Jean Léveillé, Ph.D., a research consultant in the humanities and professor at the University of Quebec, was therefore asked to draft three questionnaires of twenty-five questions each with a view to evaluating each of the three variables separately.[1]

2. Administering the questionnaire

Advantage was taken of the meeting during which the certificates for the course on 'Play and the child' were awarded to ask 286 people present to answer as spontaneously as possible the seventy-five questions in the questionnaire booklet. A large number of them (79%) did so, thus providing a significant idea of the general opinion of the 419 people who had registered for the course (133 people did not attend the meeting that evening).

The questionnaire booklet was sent to the persons who had not been at the meeting and they were asked to explain why they had not attended. The booklet had no name marked on it. The information relating to each person was coded and provided data regarding name, sex, age-group, occupation and distance between domicile and the Collège Marie-Victorin.

Once compiled, these data, along with the replies to the questionnaire, were submitted to Dr. Léveillé, who analysed them by computer.

On the basis of his results, an attempt will be made to reply to the questions arising from the three variable in respect of each of the twenty-five questions in the questionnaire.

An attempt will also be made on the basis of the satisfaction rates (or scores) determined in the case of all three questionnaires and the information collected on each group of individuals (occupation, age group, sex, etc.), to sketch the portrait of the La Presse reader who participates in lecture evenings and ascertain the motives that impel him or her to take part in these activities.

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1. The methods used by Dr. Léveillé to draft the questionnaire (methodological qualities, validity and accuracy) will be found in the document entitled 'Users' Guide' in Annex 1 to Part II.

The replies obtained to other questions raised by the data supplied by the computer or again those obtained from the comment and suggestion cards distributed at the end of each lecture evening enabled us to determine the strong points and weak points of this method of distance teaching.

The questions and observations taken as a whole will enable us if necessary to think of ways of rearranging the content or frequency of the lessons in the newspaper and of the lecture evenings.

B. RESULTS

1. Replies obtained to the three questionnaires

The main purpose of the extension courses offered by the Collège Marie-Victorin and La Presse is to reach the greatest possible number of people regardless of their occupation, sex or age group by making the content of the courses highly topical. In this particular case, that objective does not seem to have been attained, since the content of the newspaper lessons as well as of the lecture evening material proved to be so specialized that it mainly interested educators: almost 90% of the people registered were women and half of the total group (46.5%) were educators, mostly women.

Several questions and comments heard during the lecture evenings showed that the women not working outside the home (27%) were mostly young mothers bringing up young children. The other occupational groups and the men attending were not numerous enough for their interest to be reliably analysed, especially since in most cases the men were accompanying their wives, who were educators or housewives[1].

It is therefore practically impossible to correlate the variables with the results obtained from the questionnaires, because the only groups large enough to justify such an analysis were always the same: women educators and housewives.

It is not surprising, therefore, that both persons already familiar with the subject (educators) and young mothers, much more concerned with their daily problems with their young children aged 0 to 5, did not find quite what they were looking for in the course[2], the former, they were no novices in the field, and the latter because the course did not specifically touch on their problems. Nevertheless, 75% of the people attending stated that they had acquired new knowledge.

Considering that 90% of the people registered said that they did not have any trouble understanding the course and that 218 (82.9%) claimed that the content was well within their reach and did not require any great efforts to be understood, it can be concluded that one of the main objectives of this distance teaching method had been achieved: it was within everybody's grasp.

As for the lecture evenings, their content seems to have interested the people who attended: 70% affirmed that they could not have followed the course without the lecture evenings which they had found a useful adjunct. However, just as many participants claimed not to need any help in understanding and assimilating the

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1. It should be noted, however, that 15 men, that is, 3.5% of the total, had enrolled for the course.

2. Fifty-nine out of the hundred educators and twenty-six out of the sixty-three housewives 'would have liked to gain a better knowledge of the subject.'

content of the evening lectures. Everyone felt at ease, and the large size of the group did not prevent the participants from asking questions. A minority (33.3%) would nevertheless have preferred more lecture evenings and 36.8% claimed to learn more during those evenings than from the newspaper course.

The institution of lecture evenings would therefore seem to have served the aim in view--that of providing a pleasant, easy supplement to the course published in La Presse, a moment in the day when the student feels good, is made welcome and takes in just so much as he wants to take in without feeling any compulsion.

It is probably because this objective was reached that at one and the same time people could be seen listening attentively to the lecture and taking notes, while others preferred to spend the evening going round the kiosks and stands, taking in what was happening, watching slides, getting information and talking instead of attending the actual lecture.

It was such people, who were in fact rare (less than 1%), who were making us worried about the social impact of the lecture evenings.

When the SRDP decided to abandon college-level courses for extension courses, a considerable number of people began to make a habit of registering for the lecture evenings[1]. A doubt then arose as to their intentions: were they enrolling to meet other people (friends, persons of the opposite sex), to while away the time and get out of their daily rut or because finally the content of a topical course or activities had come within their reach, even though their educational level was not very high.

The purpose of the third questionnaire that analysed that variable was to assess the lecture evenings more as a social event than as a fundamental part of everything that distance teaching in itself should represent. Its index of correlation with the other questionnaires is in fact lower.[2]

It was thus found that people registered above all for the content and the topic discussed[3] and that they did not need either other people or evenings out to get out of their daily routine. Nevertheless, 18% of the people attending made new friends and 78% had occasion to talk to someone.

These responses and attitudes are typical of the Quebec mentality: people feel at ease everywhere and free to do what they please. It is most likely precisely what made the lecture evenings so popular: with a good topical lecture as a focal point, nobody feels obliged to submit to the conventional constraints of a teacher, a group, a classroom or lesson content. During the lecture evenings, people may remain aloof if they so desire, but can be reassured by the group atmosphere and the variety of activities available.

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1. An average of 588 people register for each course.

2. See the matrix of intercorrelation between the sub-tests and the total test in Annex 1 to Part II.

3. 88.8% of the people who answered the questionnaire claimed so, but it should be recalled that there were almost 66% specialists (educators and health workers) who naturally came for the content of the lectures.

2. Overall assessment of the distance teaching method (total score obtained for the three questionnaires)

If the annexed table transforming the overall average scores into average descriptive ratings is examined, (moderate) overall satisfaction with the content of the course published in La Presse (first questionnaire) is found to be greater than the satisfaction with the value of lecture evenings for acquiring knowledge (second questionnaire), and satisfaction with the social impact of the lecture evenings (third questionnaire) was lower than that found in the first two questionnaires.

The average descriptive ratings are respectively 3.78, 3.62 and 3.50.

The total average score for the three questionnaires is 3.64, representing moderate--but definite--satisfaction, since an average descriptive rating of 4 represents pronounced satisfaction, and an average descriptive rating of 3 represents an undecided opinion.

In the following table, the scores obtained are classified by population groups: first of all, residents of Montreal and Montreal-Nord, located near the college; educators and the people who said they did not work outside their homes, who make up the majority of the people enrolled; and the so-called 'regular' students (who have taken more than one course in which this method has been used) and people from out of town (who made a round trip of over 64 kilometres and sometimes of as much as 320 kilometres to attend the meetings). Although the results for these last two groups are not very significant (they represent only a small percentage of total enrolment), they have nevertheless been included because they are 'special,' interesting cases of people reached by this distance teaching method.

Degree of Satisfaction by Group

	% of total number (1)	DEGREE OF SATISFACTION		
		Moderate satisfaction $3.50 \leq ADR \leq 3.99$	$ADR \geq 3.64$ (2)	Pronounced satisfaction $ADR \geq 4$
REGION				
Montréal Montréal-Nord (103 people)	45.1	71.1 (3)	45.6	15.5
Out-of-towners (60 people)	26.3	58.3 (3)	66.6	36.6 (4)
OCCUPATION				
Educators (104 people)	45.6	69.8 (3)	41.3	17.3
Housewives (61 people)	26.8	61.9 (3)	64	24.5
'Regular' Students (38 people)	16.7	58.3 (3)	63.15	21

(1) Total number = 228 people

(2) 3.64 is the average descriptive rating (ADR) obtained for the entire group in each of the three tests.

(3) Percentage calculated for this particular group of people.

(4) 5 of the 22 people in this group had an average raw score (ARS) greater than 300; one of them had 315; ADR = 4 → ARS = 276.

The table shows that an average of 23% of the participants expressed pronounced satisfaction (average descriptive rating ≥ 4) with the method as a whole and that an average of 63.9% expressed moderate satisfaction. These results are very satisfactory, positive and encouraging, considering that the course had only reached a very special group of readers.

3. The Collège's statistics for 1980-1982

A comparison of the data compiled since 1980[1] leads to the following conclusions:

- two courses attracted over 80% women, half of whom were aged 20 to 30: they were, obviously, 'Children and toys' and 'Play and the child';

- two courses attracted approximately as many women as men; half of those attending were aged over 40: 'Learn about wine' and 'Touring the Gaspé Peninsula';

- the most common occupations in every case were education and semi-skilled service occupations in approximately the same proportions (20%, except for the two courses on play, toys and children, in which the proportion of educators was over 45%).

It is logical that educators, both men and women, should feel the need to continue their education and therefore register for the courses organized by the Collège Marie-Victorin and La Presse, and that the same should be true for semi-skilled service occupations[2] --precisely the group for which these extension courses were designed.

Few people handed over the comment and suggestion cards after each lecture evening: the average response rate was always less than 25% after the first evening and less than 9.5% after the third. Although it is well known that in any sample survey or questionnaire, the number of responses is never very great, in this case it was indeed quite low; the cards will therefore have to be redesigned, as the data they could provide are very useful.

The percentage of people who read all, some or none of the lessons published in the newspaper before attending the lecture evenings was about the same for each course and did not vary significantly between the first and last meetings, as shown in the following table:

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1. All this information is given in the annex to Part I.

2. These include building workers, hairdressers, cashiers, sales personnel, etc.

PARTICIPANTS WHO HAD READ LESSONS PUBLISHED IN LA PRESSE (average percentage of participants for four courses)			
	Had read all lessons	Had read a few lessons	Had not read any
By first meeting	47.17	31.15	21.2
By second meeting	46.49	33.9	21.9
By third meeting	42.95	35.7	21.2

If the number of people who had read all the lessons is added to the number of those who read a few of them, then it would appear that a little less than 80% of the people registered had taken some interest in the courses published in La Presse before attending the lecture evenings and that 21% had not had enough time to read them although they had been informed of the lecture evenings by the newspaper.

Despite the Collège's efforts to keep the adult students interested, absenteeism, that bane of teachers, was unavoidable. The following table shows that there was a distinct increase in absenteeism between the first and third lecture evenings and it was higher for certain courses (parapsychology) than for others (learn about wine).

ABSENTEEISM AT LECTURE EVENINGS (%)			
	First Meeting	Second Meeting	Third Meeting
Children and Toys	7.4	5.9	22.8
Introduction to parapsychology	17.5	40.5	35
Touring the Gaspé Peninsula	5	12.3	27.5
Learn about wine (first series)	12.5	15.4	19.5
Learn about wine (second series)	10.7	8.7	16.8
Play and the Child	11.2	29.5	31.7
Average (five courses)	10.7	18.7	25.5

One of the reasons for these absences is probably the long period (nine weeks) over which the lessons and the lecture evenings were spread. A working adult, with all the worries of adulthood usually loses interest in an activity if it is not brought within a short time span. It can easily be seen: full lecture halls, workshops or gymnasiums become practically deserted over the weeks, the more so the longer the activity lasts. Adults need to be constantly stimulated and they always have a good reason (as shown by the explanations given)[1] to prevent them from carrying out their sincere desire to complete the entire course.

The above observations, especially the drop in interest over the weeks, led the Collège to review its distance teaching method once more, as it had already done in 1979 before the extension courses were undertaken.

First of all, in the future, courses should be selected that will attract men as well as women, that will bring in the young, the not so young and the elderly, that will appeal to home bodies of either sex, but also to workers, educators, professionals and executives. The lessons in La Presse should also be shortened and published over a shorter period of time, for example, five instead of nine weeks. The lecture evenings should be held at closer intervals, for example once a week for three consecutive weeks or over an entire week-end. Activities complementary to those of the lecture evenings should be provided to enable the subject to be studied in greater detail, but in smaller groups. The number of educators registered for the lecture evenings and their comments, as well as the popularity of the college-level courses[2] offered as a supplement to the 'Play and the child' course provide striking evidence of this.

On the basis of the above analysis, the following decisions were made: beginning with the course on 'Interior Decorating,' the changes suggested above will be implemented, and although it will obviously concern a high percentage of women--though of all ages and social strata--in 1983 the Collège hopes to offer a course on health[3] which will have a universal appeal. Within a year or two, the Collège would also like to have the time and the means for carrying out a study similar to the one just completed in order to ascertain again whether these changes are helping it and La Presse to achieve their common goal: mass education of a high standard.

Then, on the basis of the knowledge gained from previous experience, an even more rigorous, in-depth study will be carried out, in which the cognitive aspect would also be analysed. The acquisition of knowledge is an important factor which the Collège has been unable to investigate owing to the lack of time and funds.

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1. Among the 28 people who did not attend the last evening meeting of the course on 'Play and the child' and who returned the questionnaire with an explanation for their absence, 4 cited the distance of the Collège Marie-Victorin from their homes, 11 claimed to have family problems, 5 had 'forgotten,' 6 had been disappointed by the course and the lecturers and 1 had found another interesting activity elsewhere.

2. Of the 419 people who registered for this class, 65 (15.5%), mostly educators, attended the four complementary college-level courses, wrote a research paper and took an examination.

3. 'Healthy Living,' on health services, medication, better nutrition, physical exercise, etc.

In conclusion, the following editorial, by Mr. Jean-Guy Dubuc, published in La Presse on Monday, 8 March 1982, under the title of 'The training of adults, a challenge to mass education,' discusses collaboration between the media and adult education services in Quebec.

'The training of adults: a challenge to mass education

Obviously a few lines in an editorial column cannot hope to do justice to such an important and impressive report as that of the Commission for the Study of Adult Education, chaired by Michèle Jean. It suffices to glance at the report's 430 recommendations to begin to have some idea of the study's scope: and analyses by other specialists would be necessary for adequate appreciation of the report as a whole.

The study has many merits and there again a great deal of space would be necessary to do them full justice.

However, praise can be given to what was the guiding principle clearly behind the entire study, viz. the development of Quebec's human potential by democratizing education. This indicates first of all the value of a genuine democratization of society as the only way in which the individual can come to full flower, and secondly, demonstrates the value of information in the democratic process: dictators always bank on the ignorance of the peoples.

For obvious and readily excusable reasons, the people of Quebec constitute a relatively poorly educated society in the Western world. The point is not to compare ourselves with those who are worse than we are nor to criticize our predecessors, but just to look at ourselves as we really are.

And, like the members of earlier generations who paid the price to educate those who can take a stand today, it is normal that 'yesterday's' generation should be helped to participate fully in 'today's' life. And for this we must pay whatever is necessary.

But how much is that?

Needless to say, everything in the report that would mean an increase in government spending comes at an awkward time. Therefore, anything that calls for new structures must be compatible with what exists already. It is unnecessary to have a new minister and a new agency in order to bring about an appreciable improvement in an inadequate department.

Even so, the sums required will be quite large. How and where can they be found?

The report envisages federal aid, but everybody knows how reluctant the government and even the institutions of Quebec are to allow any interference from Ottawa in provincial matters. The owners of businesses are also mentioned, but in their case it could obviously only be a matter of transferring funds, for the numerous cases of bankruptcy and the even more numerous problems faced by the great majority of small and medium-sized firms in Quebec may lead to refusals to collaborate and to many other obstacles.

Thus, to the greatest extent possible, the use of already existing services must be envisaged, not because that is the best solution, but simply because it is the most realistic, the one that makes it possible to overcome the most obstacles.

In this respect, the report looks towards out-of-school education; on this point there can be nothing but agreement.

The reference here is to a milieu that is already in being and that could collaborate in an adult education programme: it includes those who work in the museums, the libraries, or the trade unions, the members of associations or even people in educational institutions. There is definite potential in these places which could prove very useful if new, appropriate teaching methods were evolved.

The report, however, despite its emphasis on cultural bodies, seems to be very dubious of the possibility of effective collaboration with the mass media; it suggests that the media "by their very nature, must submit to the law of the strongest, to the law of numbers and quantity which hardly predisposes them to an educational role." The report goes on to condemn television and the press out of hand, placing much more emphasis on their limitations than on their real possibilities.

For such possibilities do exist, it is a well-known fact: the Americans have proved it in many ways in the case of television; and the success of the courses organized by the Collège Marie-Victorin and published in La Presse is further evidence.

It is difficult to imagine an educational system designed for 200,000 illiterates among others that was not closely associated with the mass media. While it is true that Quebec has not been very successful in this respect, with educational television that too often copies others, using means poorly adapted to the goals in view, this is not due to the media themselves but to the poor use that is made of them. The influence of television, radio broadcasts, the cinema and the press is immense, but it is essential to know how to use them.

Rather than suggest that the "educational role of Radio-Québec should be more visible in its programming," the Jean Commission should have requested that the State train experts for a new type of teaching, not only for adults, but for all those for whom the mass media are the only means of providing intellectual food and drink.

The culture of tomorrow can only arise from the output of the mass means of communication. A new type of teaching will have to take that into account.

Jean-Guy Dubuc'

CONCLUSION

CONCLUSION

From the beginning of their partnership, the Collège Marie-Victorin and La Presse, had to work on an empirical basis: there were no documents or studies to help them build the project on solid foundations already confirmed and established by experience. The successful results obtained by this distance teaching method are above all due to the unremitting, conscientious work of a whole team of people.

It would seem that the Collège Marie-Victorin was therefore a pioneer in the field, but that now other educational bodies and institutions will take up the task and collaborate with it in preparing a universal and easily adaptable model of this method.

The method of distance teaching described above was conceived, adapted and tested for a developed Western country, Canada, and above all for Quebec, which is notewothy for its vast area and scattered population.

The reader should therefore bear in mind that while the method can be used in other countries, their specific geographic, cultural, sociological and even politcal conditions must be taken into account. For example, a major difficulty is to publish such courses in a newspaper with a tendency towards political extremism, which was fortunately not the case with La Presse.

Moreover, the topics selected by the Collège Marie-Victorin and La Presse cannot be taken over unchanged, since they were conceived and written on the basis of the specific needs of the people in Quebec. Needs vary from one country to another, even as regards the world of the child, or as concerns play and toys.

The SRDP team would be very happy to offer its collaboration, and especially the benefit of its experience, if courses using this method were organized around the world. However, it would not feel qualified to think out content and activities in the place of others, since it is undeniable that a team with the task of looking for ideas must have a thorough knowledge of the needs, habits and the cultural reactions of the people for whom the courses are intended.

The Collège Marie-Victorin is obviously--and unashamedly--anxious to be able to share, in the near future, in any new trial of this method of distance teaching through the pages of a major daily newspaper.

Montreal, Quebec
August 1982

BIBLIOGRAPHY

BIBLIOGRAPHY

The following bibliography is quite short, since there does not appear to be any documentation on distance teaching through the press.

Furthermore, providing references on other distance teaching methods (radio, television, etc.) does not seem appropriate, since first of all we are sure that teachers will know where to find them and secondly, because they would not be of any help in setting up a course in a newspaper.

Part One:

Publications reprinting the content of the courses published in La Presse

(a) College level

All the following books were published in the 'SARP' collection by Editions Guérin, Montreal:

CHAGNON, Mariette, Psychologie (350-901-69) Le développement de la personne, Monréal 1975, 570 pages

DESAULNIERS, Louise, Le français écrit (601-911-76), Montreal 1976, 529 pages

DROUIN, Christian, Economique (383-915-71) Initiation à la vie économique, Montréal, 1976, 406 pages

HENOT, Alain, Communication (589-191-75), Le Processus de la communication, Montreal 1977, 419 pages

CHASSE, Georges, Introduction à l'informatique, (420-900-74), Montreal, 1978, 483 pages

(b) Popular Education Courses (extension courses)

The following are reprints of the courses published jointly by the Collège Marie-Victorin and La Presse:

BEDARD, Jean-Guy, le ski de fond, Montreal, 1979, 144 pages

DAIGNEAULT, Armand, L'enfant et les jouets, Montreal 1980, 119 pages

SOTTO, Alain, Initiation à la parapsychologie, Montreal 1981, 115 pages

LEQUIN, Marie, Itineraire touristique de la Gaspésie, Montreal 1981, 96 pages

PHANEUF, Michel, La connaissance des vins, Montreal 1981, 157 pages

FOREST, Paul, Le jeu et l'enfant, Montreal 1982, 184 pages

Part Two:

EDWARDS, A.L., Techniques of Attitude Scale Construction, New York, Appleton-Century-Crofts 1957

NORMAN, H. Nie et al., Statistical Package for the Social Sciences, New York, McGraw-Hill 1975 (version 8.0, 1981)

PART ONE

Chapter One

Annex 1: Courses published in La Presse from 1975 to 1983

Chapter Two

Annex 1: The programme of one of the three lecture evenings of the course on 'Children and toys'

Annex 2: Specimen of a Comment and Suggestion Card

Annex 3: College statistics 1980-1982

Enrolment by age group

Enrolment by occupation

Geographical distribution of enrolment

Readership of the La Presse lessons

PART TWO

Annex 1: Course evaluation--A User's Guide

Purpose

Administration

Design

Pre-testing of the questionnaire and metrological qualities

Item number distribution according to the correlation index r_{it} for each sub-test

Matrix of intercorrelation between the sub-tests and the test as a whole

Interpretation of the scores

Table transferring average raw scores into average descriptive ratings for 224 persons

PART ONE

Chapter One — Courses published in La Presse from 1975 to 1983

'Le développement de la personne (psychologie) (Personal development (psychology)) by Mariette Chagnon	Autumn 1975 and Winter 1980
'Le français écrit' (Written French) by Louise Desaulniers	Winter 1976
'Initiation à l'économie' (Introduction to Economics) by Christian Drouin	Autumn 1976
'La communication' (Communication) by Alain Hénot	Winter 1977
'Introduction à l'informatique' (Introduction to information science) by Georges Chassé	Winter 1978
'Le marketing' (Marketing) by Alain Hénot	Autumn 1978
'Le ski de fond' (Cross-country skiing) by Jean-Guy Bédard	Autumn 1979
'L'enfant et les jouets' (Children and toys) by Armand Daigneault	Autumn 1980
'Initiation à la parapsychologie' (Introduction to Parapsychology) by Alain Sotto	Winter 1981
'Itinéraire touristique de la Gaspésie' (Touring the Gaspé Peninsula) by Marie Lequin	Spring 1981
'Connaissance des vins' (Learn about wine) by Michel Phaneuf	Autumn 1981
'Le jeu et l'enfant' (Play and the child) by Paul Forest	Spring 1982
'Découverte des liqueurs, alcools et eaux-de-vie' (Introduction to liqueurs, spirits and brandies)	Autumn 1982
'Décoration intérieure' (Interior Decorating) by Albert Bazergui	Winter 1983

PART ONE

Chapter Two

Programme of one of the lecture evenings of the Course on Children and Toys

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Recto

TOYS AND STAGES IN THE DEVELOPMENT OF CHILDREN

La Presse-Collège Marie-Victorin
Lecture Evening

15 October 1980

7:30-7:45	Film (Désilets Room) entitled 'Le Tempérament de l'enfant, c'est vous' ('A child's temperament--you're responsible for it!')
7:45-8:30	Lecture (Désilets Room) - the temperament of children - the crisis of the second year at school -discipline, or six ways of avoiding it with Dr. Albert Plante
8:30-9:15	Coffee and cakes (Désilets Room cafeteria) courtesy La Presse . Tour of stands . Tour of the Espace 7000 gallery; Daniel and Alexis Gagnon Exhibition
9:15-9:45	Film (Désilets Room) entitled 'L'envers du jeu: la construction' ('The other side of play: construction') by M. Moreau, introduced by Dr. Albert Plante
9:45-10:30	Discussion with the lecturer (Désilets Room)
10:00	Closure of stands and the Espace 7000 gallery
10:30	Distribution of a bibliography selected by Nicole Bolduc
	End of meeting

reduced 65%

Verso

Stands

The Jocus Company	LOGIFIL, educational games François Ste-Marie
The Sainte-Justine Hospital	Les enfants d'abord ('Children First') Ginette Charest
Brault et Bouthillier	VERITECH (strengthening and rehabilitation) Educational games Jean Chartrand
Auto-Correct Art	Educational games Marie-Hélène Dion
Les Editions Paulines	Series of books on child psychology Leaflet entitled 'La famille et l'enfant' ('The family and the child') Louise Fréchette

PART TWO

STUDENTS' COURSE PERCEPTION INVENTORY (SCPI)

User Guide

by C. J. Léveillé, Ph.D.

Purpose

The Students' Course Perception Inventory was developed with a view to evaluating a distance teaching method in which the content of the course was presented in a widely-read newspaper in the Province of Quebec. The teaching method also included a few lecture evenings having a bearing on the content of the course, there being no preconditions as to education or previous experience; the SCPI is therefore concerned with people from all social strata.

The inventory is used to provide researchers with an indication of students' varying degrees of satisfaction with this distance teaching method.

It can be used to obtain descriptive ratings of:

- great satisfaction
- moderate satisfaction
- middling satisfaction, in the sense of being more or less satisfied
- moderate dissatisfaction
- great dissatisfaction

However, it is also designed to provide more precise scales of satisfaction, and the raw scores can be transformed into various types of standardized ratings for inferential statistical analysis.

Administration

The inventory can be administered to students individually or to groups of over 100, so long as the honest cooperation of the students can be ensured. The inventory is in any case so designed as to enable identification of any respondents who may have been careless in answering the questions (as explained below). Depending on the individual, the questionnaire can be completed in a period of 30 to 45 minutes.

Design

The students' course perception inventory provides an overall indication of satisfaction with the distance teaching method. It also provides ratings for the following three subthemes:

1. The reaction of the respondents in regard to the topic shown for the courses, the content and information presented in it, and the degree of difficulty experienced in learning. In other words, this subtheme explores cognition.

PART TWO

2. The second subtheme concerns the usefulness of the lecture evenings in the sense of the help they give to the students in acquiring knowledge.

3. The third subtheme investigates the role of the lecture evenings in meeting individual needs for social development. It is concerned with such things as the need to get out of one's routine environment, the need to meet new people, to make new friends, etc. How far do the lecture evenings seem to the students to meet such expectations?

For each of these subthemes, the experimental questionnaire contained a selection of 25 Likert-type items[1], while the overall satisfaction rating consists of the sum of the scores for all three themes evaluated in the 75 items.

The items were chosen by twelve professional educators, each holding an M.A. or a Ph.D. in education. The criteria applied were whether the item was clear enough for administration to various populations; whether an item was relevant to each subtheme; and whether there was a balance between items representing positive attitudes and items representing negative attitudes.

This precaution makes it possible to detect 'careless' respondents. A respondent cannot logically state that he or she is 'in complete agreement' with two contradictory items such as:

item No.1: 'I didn't learn anything new in the course' and

item No.5: 'I have learned many new things in this course'.

It thus becomes possible before any statistical analysis is carried out to eliminate at a glance the few respondents who have systematically given the same answer throughout the inventory.

Pre-testing of the inventory and its metrological qualities

To determine the metrological qualities of the inventory a group of 100 subjects was selected at random among the students enrolled in the course. Two of these subjects were eliminated because they had systematically given the same answer to all the questions. The 98 other questionnaires were statistically analysed by computer using the SPSS reliability programme[2].

On the basis of the results obtained, five of the original items of the second subtheme, and one item in the third subtheme, were eliminated. The first subtheme was not altered.

A review of the statistical analysis of the final questionnaire, which thus contained 69 items, is presented in the following table, in which the three subthemes

---

1. Edwards, A.L., Techniques of Attitude Scale Construction, Appleton-Century-Crofts New York, 1957.

2. H. Norman, et al, Statistical Package for the Social Sciences, McGraw-Hill, New York, 1975, (version 8.0, 1981)

are represented by the symbols 'T1,' 'T2' and 'T3' and the overall result is listed under 'Total.' The item/test correlation indices are listed in increasing order on the left-hand side of the table and the number of items in each sub-theme corresponding to such indices is given within the table. The reliability indices (Cronbach alpha), along with the number of items per subtheme, are shown at the bottom of the table.

PART TWO

ITEM NUMBER DISTRIBUTION ACCORDING TO CORRELATION INDEX r_{it} FOR EACH SUB-TEST

Index r_{it}	T1	T2	T3	Total
< - .20	2	3	4	11
.20 - .29	0	2	4	9
.30 - .39	6	4	6	13
.40 - .49	1	3	3	5
.50 - .59	3	4	5	39
.60 - .69	6	2	2	10
.70 - .79	5	2	—	9
≥ .80	2	—	—	3
$\alpha = r_{tt}$	.92	.84	.83	.95
n_i	25	20	24	69

*N = 98 subjects

Generally speaking, these data indicate that the items correspond well with the total ratings in their respective subtests, and with the overall rating for all three subtests combined. The reliability indices are also very high and make it possible to use the subtests for statistical studies.

The distribution of the respondents to each questionnaire is roughly normal, and a statistical analysis (Pearson) of the correlation between the three subtests and between the subtests and the test as a whole shows a good degree of homogeneity between the test as a whole and its components, as may be seen in the table below.

Matrix of intercorrelation between the subtests and the tests as a whole*

	T1	T2	T3	Tests as a whole
T1	1.00	.77	.71	.94
T2		1.00	.72	.90
T3			1.00	.88

* N = 224 subjects

Interpretation of the ratings

To make it easier to interprete the raw score and averages for each subtest and the test as a whole it was decided to use a linear transformation of raw-scores into a simple descriptive scale allowing of rapid interpretation. This transformation is obtained by dividing within each scale in question.

Thus for example, for test 1, which comprises 25 items, the mean for a sample of 224 respondents is 94.68. If this is divided by 25 (the number of items), an average descriptive rating of 3.78 is obtained. This average rating represents a moderate degree of satisfaction, if reference is made to the descriptive scale presented above, in which a rating of 3 reflects indifference and a rating of 4 moderate satisfaction.

In the research conducted by the Collège Marie-Victorin, raw mean scores transformed into descriptive average ratings obtained on each of the scales for a sample of 224 respondents who answered all items in the inventory are as follows:

PART TWO

Table transforming raw average scores into descriptive average ratings for 224 respondents

	T1	T2	T3	Test as a whole
Average raw score	94.68	72.51	84.03	251.21
Average descriptive rating	3.78	3.62	3.50	3.64

Typesetting and layout: Collège Marie-Victorin

PART ONE

Chapter Two

Specimen of the comment and suggestion card

Front

Evaluation of the 1st lecture evening

31 March Play and the child

Your evaluation is extremely important for us, as it will allow us to improve forthcoming lecture evenings. Please fill in an evaluation card after each lecture evening and return it by post. No envelope or stamp is required.

1. Advertising and registration

1. How or through whom did you first hear about the course?
(You may tick more than one answer)

☐ La Presse ☐ Television
☐ Another newspaper ☐ Poster
☐ Radio ☐ Friend
☐ Review or magazine Other _____

2. Did you enrol for the lecture evenings

☐ by post ☐ in person at the College
Other _____

3. Was the information you had on the lecture evenings before this evening
☐ more than adequate ☐ adequate ☐ Inadequate

4. Did you register for the lecture evenings

☐ because you regularly take La Presse courses?
☐ because of the lecturers?
☐ in order to earn college-level credits subsequently?
☐ because you were interested in the subject?
other _____

5. Had you already visited the Collège Marie-Victorin before the lecture evenings?
☐ Yes ☐ No

6. If not, did you have any trouble finding it?
☐ Yes ☐ No
Comments _____

2. Evaluation of the lecture evenings

7. How many of the lessons that have appeared in La Presse to date have you read?
___ All ___ Some ___ None

8. Indicate your degree of satisfaction in regard to each of the following points (ranging from 1--complete satisfaction to 5--dissatisfaction)

	1	2	3	4	5
. welcome by hostesses and hosts	-	-	-	-	-
. registration process on arrival	-	-	-	-	-
. identification of the building	-	-	-	-	-
. identification of the counsellors	-	-	-	-	-
. topic of lecture or statement	-	-	-	-	-
. choice of lecturers	-	-	-	-	-
. stands and kiosks	-	-	-	-	-
. coffee and cakes	-	-	-	-	-
. question-and-answer period following lectures	-	-	-	-	-

Name and telephone number (optional) _____

Front

Evaluation of the 2nd evening meeting

21 April Play and the child

Your evaluation is extremely important for us, as it will allow us to improve forthcoming lecture evenings. Please fill in an evaluation card after each lecture evening and return it by post. No envelope or stamp is required.

1. How many of the lessons that have appeared in La Presse to date have you read?
☐ all ☐ some ☐ none

2. Indicate your degree of satisfaction in regard to each of the following points (ranging from 1--complete satisfaction to 5--dissatisfaction)

	1	2	3	4	5
. welcome by hostesses and hosts	-	-	-	-	-
. identification of the building	-	-	-	-	-
. identification of the counsellors	-	-	-	-	-
. topic of lecture or statement	-	-	-	-	-
. choice of lecturers	-	-	-	-	-
. stands and kiosks	-	-	-	-	-
. coffee and cakes	-	-	-	-	-

Comments _____

2. Evaluation of lessons appearing in La Presse

Indicate your degree of satisfaction in regard to each of the following points (ranging from 1--complete satisfaction to 5--dissatisfaction

	1	2	3	4	5
. format	-	-	-	-	-
. graphic presentation	-	-	-	-	-
. amount of information included in each lesson	-	-	-	-	-
. content of the lessons	-	-	-	-	-

Comments _____

Name and telephone number (optional)

Front

Evaluation of the 3rd lecture evening

5 May Play and the child

Your evaluation is extremely important for us, as it will enable us to improve forthcoming lecture evenings. Please fill in an evaluation card after <u>each</u> lecture evening and return it by post. No envelope or stamp is required.

1. How many of the lessons that have appeared in <u>La Presse</u> to date have you read?

☐ all ☐ some ☐ none

2. Indicate your degree of satisfaction in regard to each of the following points (ranging from 1--complete satisfaction to 5--dissatisfaction)

	1	2	3	4	5
. welcome by hostesses and hosts	-	-	-	-	-
. identification of the building	-	-	-	-	-
. identification of counsellors	-	-	-	-	-
. topic of lecture or statement	-	-	-	-	-
. choice of lecturers	-	-	-	-	-
. stands and kiosks	-	-	-	-	-
. coffee and cakes	-	-	-	-	-
. question and answer period following lecture					

Comments _____

_____

2. Evaluation of the lessons that have appeared in <u>La Presse</u>

Indicate your degree of satisfaction in regard to each of the following points (ranging from 1--complete satisfaction to 5--dissatisfaction)

	1	2	3	4	5
. format	-	-	-	-	-
. graphic presentation	-	-	-	-	-
. amount of information included in each lesson	-	-	-	-	-
. content of lessons	-	-	-	-	-
. total number of lessons	-	-	-	-	-

Comments _____

_____

Name and telephone number (optional)

_____

Back

BUSINESS REPLY CARD

POST CARD

Canada Post Postes Canada 479

COLLEGE MARIE-VICTORIN

Educational Research and Development Department
7000 rue Marie-Victorin
Montréal, Quebec
HIG 9Z9

Breakdown of enrolment by age group

Title of course	Number of Enrolments	Sex	Under 20	20 to 30	30 to 40	40 and over
Children and toys	604	97 men	-	41	44	12
		507 women	51	226	200	40
Introduction to para-psychology	734	263 men	11	60	86	106
		471 women	19	113	163	176
Touring the Gaspé Peninsula	178	78 men	1	16	22	39
		100 women	1	34	21	44
Learn about Wine	1005	489 men	8	125	168	188
		516 women	1	141	198	176
Play and the Child	419	54 men		18	35	1
		365 women	10	195	141	19

Breakdown of enrolment by profession

Course title	Sex	Liberal professions	Secretarial staff	Health services	Public service	Educators	Housewives	Semi-skilled trades	Arts	Managers, representatives	Company directors
Children and toys	95 men	3	2	5	6	28		29	2	9	11
	487 women	6	20	53	6	270	119		2	7	4
Parapsychology	257 men	20	7	27	13	45	9	85	4	24	23
	456 women	5	88	69	5	117	85	52	10	10	15
Touring the Gaspé Peninsula	74 men	7	3	4	2	11	8	24	4	2	9
	97 women	4	15	18	3	20	20	12	3	2	0
Learn about Wine	458 men	58	18	42	10	81	11	139	12	43	44
	489 women	13	83	91	11	104	89	66	2	18	12
Play and the Child	54 men	9	1	3	3	15	9	7	1	4	2
	365 women	6	14	45	6	169	104	14	7		

Geographical Breakdown of enrolments

Course title	Sex	Montreal	Montreal-North	Montreal West	Montreal East	Laval	South Bank	32 km Montreal	48 km Montreal	80 km Montreal	160 km and over
Children and Toys	97 men	30	9	0	0	12	11	19	8	5	3
	507 women	200	57	10	1	64	53	77	12	30	3
Touring the Gaspé Peninsula	78 men	40	7	1	0	10	10	4	5	1	0
	100 women	48	12	0	0	11	15	9	4	1	0
Introduction to Para-psychology	263 men	118	14	11	0	38	28	31	9	12	2
	471 women	248	30	12	0	57	43	56	11	11	3
Learn about Wine	489 men	182	21	28	6	66	49	78	26	21	12
	516 women	201	39	23	3	69	60	78	21	19	3
Play and the Child	54 men	21	3	-	-	5	10	8	5	1	1
	365 women	125	42	11	4	46	40	64	19	13	1

Evaluation response for courses given in La Presse

Course title	No. of replies			Lessons read (1st meeting)			Lessons read (2nd meeting)			Lessons read (3rd meeting)		
	1st meeting	2nd meeting	3rd meeting	All	Some	None	All	Some	None	All	Some	None
Children and Toys [1]	-	-	-	-	-	-	-	-	-	-	-	-
Introduction to Parapsychology	76	42	23	52	14	10	25	11	6	11	7	5
Touring the Gaspé Peninsula	40	27	17	19	12	9	12	10	5	10	5	2
Learn about Wine	272	192	84	129	106	37	84	66	42	38	33	13
Games and Children	75	39	25	20	28	27	11	15	13	5	11	9

1 Figures not available